



Farm Home School

&

Wake Robin School

Student and Family Handbook

2025-2026

4545 NE Highway 20 • Corvallis, OR 97330

Phone: 541-704-4082 • Fax: 541-757-3909

www.lblesd.k12.or.us

Student & Parent Handbook

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Long Term Care and Treatment Education Program

Through Linn Benton Lincoln Education Service District, the education program serves school-age clients in residence and in day treatment on the Corvallis campus of Trillium Family Services, a mental health treatment facility. Students attend classes Monday through Friday, from September through June. The average class size is 16 or less pupils.

Teachers provide individualized and small group instruction with standard curriculum and a variety of online and computer-based programs. Trillium cottage and day treatment staff also acts as coaches during the school day in each classroom. Students are served based on a comprehensive care plan determined by their mental health provider (Old Mill Center and Trillium Family Services).

LTCT Mission Statement

The Long Term Care & Treatment Education Program (LTCT) is committed to providing students with a safe, caring, equitable environment that fosters an engaging and relevant education through collaboration with the treatment team and educational staff.

LTCT Purpose

To prepare students to reintegrate into general education settings, post-high school education, employment, and their local communities.

All Students Belong

Linn Benton Lincoln ESD is committed to the equity and the success of every student we serve. This commitment means we focus on serving and supporting students and districts in attaining student outcomes that are not predicted by student demographics. All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

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Access to Student Records

The school district will keep and maintain a permanent record on each student. The record will include the student's legal name, date and place of birth, parents' (or guardians') names, date of entry into school, courses of study and marks received, credits earned, attendance, and date of withdrawal from school. The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students who are 18 years of age or older certain rights with respect to education records. Requests to inspect, review, or amend a student's records should be submitted in writing to Alex Nalivaiko, Principal.

Disclosure of Records

Written parental/guardian or eligible student consent is needed to disclose personally identifiable information contained in student records, except where district policy permits disclosure without consent. Consent is not needed to disclose education records to appropriate parties, including district personnel with legitimate educational interests, another school district or college where the student intends to enroll, law enforcement, or other state agencies.

Disclosure of Directory Information

The school district considers the following information to be directory information: student's name, phone number, address, age and grade level, dates of enrollment, degrees or certificates awarded, and most recent previous schools or programs attended.

A parent/guardian or eligible student may prevent the release of this information by filing a written request with Alex Nalivaiko, Principal. The request should be submitted not more than 15 days after the district sends annual notice of its student information policy to parents and students (Policy JOA). For a copy of Linn Benton Lincoln Education Service District (LBLED) student record policy, please contact Alex Nalivaiko, Principal, 541-704-4080, or access on the LBL ESD website www.lblesd.k12.or.us

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School Contacts

ADMINISTRATION & OFFICE SUPPORT		
<i>Name / Title</i>	<i>Phone</i>	<i>Email</i>
Alex Nalivaiko Principal	541-704-4080	alex.nalivaiko@lblesd.k12.or.us
Dawn Lewis Office Manager	541-704-4082	dawn.lewis@lblesd.k12.or.us
SUPPORT STAFF		
April Tate Special Education Case Manager	541-704-4087	april.tate@lblesd.k12.or.us
Audrey Hysell Transition Specialist, Residential	541-704-4083	audrey.hysell@lblesd.k12.or.us
High School TEACHING STAFF		
<i>Name</i>		<i>Email</i>
Michi Caldwell High School		michi.caldwell@lblesd.k12.or.us
Eric Earls High School Health, Science		eric.earls@lblesd.k12.or.us
Kathy Edmiston PE Teacher		kathy.edmiston@lblesd.k12.or.us
Tony Grice High School Social Studies ESOL Teacher		tony.grice@lblesd.k12.or.us
Phil Rodin High School Math		phil.rodin@lblesd.k12.or.us
Amanda Stewart Art		amanda.stewart@lblesd.k12.or.us
Jules Thorn High School Language Arts		jules.thorn@lblesd.k12.or.us
Elementary / Middle School TEACHING STAFF		
<i>Name</i>		<i>Email</i>
Sarah Pontnak K-5 Day Treatment		sarah.pontnak@lblesd.k12.or.us
Shelley Powers Grade 6-8 Residential & Day Treatment		shelley.powers@lblesd.k12.or.us

Office Hours

The school office is staffed from 8:00 a.m. to 4:30 p.m. daily. The phone number is 541-704-4082; FAX 541-757-3909.

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Linn Benton Lincoln ESD 2025 - 2026 LTCT Program Schools - Farm Home / Wake Robin

School Calendar

JULY						
S	M	T	W	T	F	S
		NS	NS	NS	NS	5
6	NS	NS	NS	NS	NS	12
13	NC	NS	NS	NS	NS	19
20	NS	NS	NS	NS	NS	26
27	NS	NS	NS	NS		
AUGUST						
S	M	T	W	T	F	S
					NS	2
3	NS	NS	NS	NS	NS	9
10	NS	NS	NS	NS	NS	16
17	NS	NS	NS	NS	NS	23
24 31	NS	NS	NS	NS	NS	30
SEPTEMBER						
S	M	T	W	T	F	S
	H*	NS	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13*	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	NS	NS	
NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	H*	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	NS	H*	NS	29
DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	NS	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	NS	NS	NS	H*	NS	27
28	NS	NS	NS			

JANUARY						
S	M	T	W	T	F	S
				H*	NS	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	NS	20	21	22	23	24
25	NS	NS	28	29	30	31
FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	NS	17	18	19	20	21
22	23	24	25	26	27	28
MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	NS	14
15	16	17	18	19	20	21
22	NS	NS	NS	NS	NS	28
29	30	31				
APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	NS	NS	18
19	20	21	22	23	24	25
26	27	28	29	30		
MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	H*	26	27	28	29	30
JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	NS	13
14	15	16	17	NS	NS	20
21	NS	NS	NS	NS	NS	27
28	NS	NS				

*Federal Holiday

First/Last Day of school

Updated 8/4/25

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Instructional Hours

All Linn Benton Lincoln Education Service District Long Term Care & Treatment (LTCT) school programs comply with OAR 581-022-2320 for instructional hours. In alignment with OAR 581-022-2320, our instructional calendar ensures that students meet or exceed the minimum number of required hours annually.

The OARS LTCT - Instructional Hours document specifies:

Grades 9–11 = 990 hours/year

Grade 12 = 966 hours/year

Grades K–8 = 900 hours/year

Minimum 5.5 hours/day of instructional time

Attendance

All students are required to attend school, unless their treatment specifies otherwise. Trillium staff are responsible for the movements of students from their cottages to school. Trillium Family Services operates under the P.R.E.S.E.N.C.E. model, and students may choose not to attend school.

School Schedules

Middle and High School (Farm Home School)

Students attend school Monday through Friday from 9:00 a.m. to 3:30 p.m. There is a sixty-minute break from 12:00 p.m. to 1:00 p.m. for lunch.

Elementary, Middle and High School (Wake Robin School)

Students attend school Monday through Friday from 9:00 a.m. to 3:00 p.m. There is a thirty-minute break from 12:00 p.m. to 12:30 p.m. for lunch.

Academic Updates

A monthly academic update will be sent out to you and your students' therapist. The monthly update details which subjects your student is enrolled in, their progress towards graduation, and notes about their participation in their education.

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Student Services

Special Education, Section 504, Talented and Gifted, and English Language Learners

Regardless of our students' eligibility and determination factors, for all students we:

- Ensure family engagement and informed consent are prioritized, especially during transitions.
- Use universal design for learning (UDL) to increase access for all students.
- Incorporate student voice and culturally sustaining practices in planning services.
- Provide staff training on each of these populations and their rights under federal/state law.
- Align supports Multi-Tiered Systems of Support (MTSS) and trauma-informed approaches.

Special Education:

LTCT school programs ensure all students with IEPs receive services in accordance with federal (IDEA) and state law, including timelines for eligibility, annual reviews, and reevaluations. In alignment with our students' previous school district placements, we adapt curriculum to accommodate a range of disabilities (emotional, behavioral, cognitive, physical). We ensure access to specialized instruction and related services. Our highly qualified personnel document services through progress monitoring aligned with IEP goals and provide a continuum of service delivery models to meet the individualized needs of our students with special needs.

LTCT programs maintain clear communication and coordination with the student's district of residence regarding IEP development and implementation.

Section 504:

- LTCT School Programs implement procedures for evaluating students who may require accommodations under Section 504.
- Our staff regularly review and update 504 Plans to reflect student needs in therapeutic environments.
- Staff provide classroom accommodations (e.g., extended time, reduced distractions, preferential seating) consistently across staff.
- Our educators are trained on the distinctions between IEPs and 504 Plans.
- Our teams ensure behavioral support plans integrate 504 accommodations where applicable.

Talented and Gifted (TAG):

- Ensure identification processes are culturally responsive and consider trauma-informed practices.
- Recognize twice-exceptionality (2e): students who qualify for both TAG and SPED/504.
- Provide differentiated and accelerated instruction within therapeutic and secure environments.
- Offer project-based learning, independent study, or mentorship opportunities even within constrained settings.
- Document evidence of advanced learning needs even when academic data may be interrupted.

English Language Learners

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- Ensure English language proficiency assessments (e.g., ELPA) are administered and documented.
- Monitor progress toward English language acquisition with instructional supports in place.
- Provide sheltered instruction strategies (e.g., visuals, sentence frames, modified texts) across content areas.
- Include cultural competency training for staff to reduce linguistic and cultural barriers.
- Maintain language development goals within Multi-Tiered Systems of Support (MTSS) and academic interventions.

Assessments

For academics, all students who are able are assessed in math, reading, and writing using a district-wide assessment tool. Assessments are used to assess present levels and also measure growth. The information gathered with the first assessment helps teachers individualize instruction for each student. Additional assessments are given multiple times throughout the school year.

Teachers meet on a weekly basis to monitor, measure progress, develop interventions, and adjust instruction for each student.

Elementary and Middle School Grading

Elementary and Middle School (Wake Robin School)

Students are assigned to a core set of classes: Humanities, STEAM, and PE. Classes are held in a self-contained classroom on the Wake Robin School campus. Students are awarded grades at the end of the school year or when they leave the program.

Middle School (Farm Home School)

Students are assigned to a core set of classes: Humanities, STEAM, Art, and PE. Classes are held in a self-contained classroom on the Farm Home School campus. Students are awarded a proficiency score at the end of the school year or when they leave the program. Proficiency scores are based on students' current skill level and/or understanding of educational content.

High School Grading and Credits

High School Credits / Transcripts

Farm Home School is an accredited high school (9-12). Students who attend regularly, participate, and complete course requirements with passing grades (A-D) will receive credit. High School credit is awarded once it is earned.

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High School Course Offerings*

A school staff member meets with high school students upon enrollment for orientation, transcript review, scheduling of classes, and career advisement. Students are placed into 2-3 selected core classes. All students participate in PE and Art. Credit is awarded as coursework is completed. Our courses are not NCAA certified.

Language Arts	Math	Science	Social Science	Health
Plays	Algebra 1	Earth Science	World History	Disease & Injury Prevention
Short Stories	Geometry	Biology	US History	Physical Activity & Environmental
Poetry	Trigonometry	Physical Science	US Government	Drugs & Mental Health
Non-Fiction	Algebra 2	Chemistry	Current Events	Healthy Eating & Sexual Health
Language Arts Lab	Calculus	Physics	Economics	
	Statistics		Sociology	
Mythology	Pre-Calculus			
	Pre-Algebra (elective)			

*this list does not include all courses offered

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Diploma Options

Oregon Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits as described below and pass all necessary state benchmarks.

Modified Diploma

A Modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards of a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

- The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers.
- The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits as described below and pass all necessary state benchmarks.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must have a documented history of one or more of the following:

- An inability to maintain grade level achievement due to significant learning and instructional barriers.
- A medical condition that creates a barrier to achievement.
- A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

While in grade nine through the completion of high school, complete 12 credits as described above, which may not include more than six credits in a self-contained special education classroom.

Credits by Subject by Diploma Type

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	Language Arts	Math	Science	Social Studies	Applied Arts 2 nd Language	Health	PE	Elective
Regular Diploma	4	3	3	3	3	1	1	6
Modified Diploma	3	2	2	2	1	1	1	12
Extended Diploma	2	2	2	3	1	1	1	

GED Option Program

The Farm Home School is an Oregon GED® Option program site. A candidate for the GED® Option Program must be:

- At least 16 years of age
- A full year's academic credit behind their 9th grade cohorts or for other reasons specifically identified in the local plan, unable to complete their diploma with their class
- Able to demonstrate their reading level to be 8th grade or above according to local instruction and testing

Farm Home School GED® Option Process and Procedure

The School counselor oversees the Farm Home School GED® Option program. A student must meet the above criteria to participate in the GED® Option program. The components of the program are listed below:

- Meet with the school counselor
- Take "My GED" practice tests (Language Arts, Science, Math, Social Studies)
- Follow and complete the recommended plan of study for each section
- After completing the sections, take "My GED" practice tests again
- If all scores are 150 or higher the school counselor will contact the parent/guardian to complete the release from compulsory education form. All students under the age of 18 are required to have this document in order to take the official GED® tests.
- Once the student is released from compulsory education it is Trillium's responsibility to facilitate the student taking the GED® tests at an authorized Oregon Testing Center*. *The Farm Home School is not a testing site.

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Health Education: Human Sexuality, AIDS/HIV, and Sexually Transmitted Diseases Instruction

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV, and Sexually Transmitted Diseases has been included as an integral part of the district's health curriculum. The plan of instruction will include age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. Any parent/guardian may request that their student be excused from that portion of the instructional program required by Oregon law by contacting the program director for additional information and procedures.

Electronic Communications System

The school program follows the LBLESD Electronic Communications System Policy which can be found at:

<https://www.lblesd.k12.or.us/media/2022/04/IIBGA-8-18-21.pdf>

Students are provided an LBLESD log on and use Chromebooks to access instruction and curriculum during enrollment and are monitored via GoGuardian by school staff. Students are expected to follow all LBLESD guidelines and policies regarding use of technology.

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Safe Environment for All

To support a safe environment the following behaviors will not be tolerated:

- “Harassment” includes, but not limited to, unwanted abusive behavior of nonverbal, verbal, written or physical nature on the basis of age, race, religion, color, national origin, disability, marital status, sex or sexual orientation.
- “Intimidation” includes, but not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin, or sexual orientation.
- “Menacing” includes, but is not limited to, any act intended to place someone in fear of imminent serious physical injury.
- “Hazing” includes, but not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of someone for the purpose of initiation or as a condition or precondition of attaining membership to a group or activity.
- “Cyberbullying” means the use of any electronic communication device to convey a message in any form (text, image, audio or video) that intimidates, harasses, bullies or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile or unwanted manner under person’s true or false identity
- “Domestic Violence” means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and household members, as those terms are described in (ORS) 107.705.
- “Teen Dating Violence” means a pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.
- Linn Benton Lincoln ESD is committed to providing a positive and productive learning and working environment. Sexual harassment or any other form of harassment will not be tolerated. LBL’s harassment-related policies and associated administrative rules, which include our complaint procedure, can be found on the policy section of our agency website or at the following link: <https://www.lblesd.k12.or.us/media/2022/04/AC-AR-4.19.23.pdf>. If you have any concerns or questions, please contact Alex Nalivaiko, Principal, 5 541-704-4080 or, LBLED Human Resources Office at 541-812-2600.

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- Sexual conduct by ESD employees, contractors or agents will not be tolerated. All ESD employees, contractors and agents are subject to this policy. “Sexual conduct” as defined by Oregon law, is any verbal, physical or other conduct by a school employee that is sexual in nature; directed toward a pre-kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment.
- The ESD is required to provide annual training on this topic to all employees and to make such training available to parents and students regarding the prevention, identification and reporting of sexual conduct and child abuse. We contract with Vector Solutions to provide the training. Parents and students interested in reviewing the information from the trainings should contact the LBLESD Human Resource Office at 541-812-2600.

Student Dress Code

We recognize the right to free expression and the value of diversity, including diversity in dress and general appearance. The purpose of dress and grooming guidelines is to ensure that students are not distracted and are able to focus on learning. Students have the right to a non-disruptive, safe, and healthy educational environment at school. Students’ dress and grooming are the responsibility of the individual student and their parents/guardians.

Students’ dress and grooming are the responsibility of the individual student and their parents/guardians. When, however, dress and grooming disrupt the learning process, a student may be asked to return to their resident cottage to change clothing.

Day Treatment Attendance and Transportation Communication

Please call Trillium directly at 541-750-1132 for the following:

- your student will be absent
- your student will be arriving late
- you need to pick up your student early
- if you have any issues with transportation